



# A SURVEY OF THE GUIDANCE NEEDS OF THE UNTRAINED SCHOOL TEACHERS UNDERTAKING B.ED. PROGRAM AT GOVERNMENT COLLEGE OF EDUCATION, MUMBAI

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## ABSTRACT

This study was undertaken with the sole purpose of finding out whether the untrained but experienced primary and secondary school teachers working in Mumbai district, undertaking the Program in Education as a compulsory fulfillment of their qualifications as required by the state, feel the need of guidance and counselling. It was assumed that maybe on account of their actual teaching experience the schoolteachers may not feel the need to seek guidance, training, counselling on various aspects related to students, teachers, parents, curricular and other allied activities. It was however found that although the untrained schoolteachers did not feel the need for guidance as pressing, urgent but did feel the need for it. Results obtained have demonstrated that there were statistically high significant differences between male and female respondents when selecting certain options (highly needed) on the much needed continuum and not so significant differences when choosing options that fell on the not-needed continuum. Overall, the sample, howsoever variably did accept the need of getting guidance on 65 issues listed in the inventory.

**KEYWORDS:** Guidance, domains, highly true, mostly true, quite true, not true.

## INTRODUCTION:

Guidance and counselling are the teachers' fundamental duties. All teaching is but guidance and counselling. The Secondary Education Commission, India (1948) has stated in its report that Guidance involves the difficult art of helping boys and girls to plan their own future wisely in the full light of all the factors that can be mastered about themselves and about the world in which they are to live and work. Arthur J. Jones defines guidance as the personal help that is given by one person to another in developing life goals, in making adjustment and in solving problems, that confront him in the attainment of goals. The functioning of the school and the role of schoolteachers shall be now seen in the light of these definitions.

The education system in India allows for recruiting of teachers at the school level at all levels viz. primary, secondary, and higher secondary without possessing the required training qualification that is B.Ed. With this background and holding only the subject knowledge as their sole qualification, by virtue of being graduates or postgraduates the novice, beginner teachers start their professional journey. Since they are sans any kind of training, they learn on the job, each day offering them new experience-good or unpleasant. As a consequence, they may not be competent enough to give 100% justice to the task undertaken. There being a host of activities, tasks, functions in a live school buzzing with raw human resources, it calls for teachers fully trained to handle myriads of problems and issues coming up everyday. In the absence of such training, teachers might end up failing in their duties and causing more harm than benefit.

The investigator therefore wanted to find out how much the schoolteachers are aware of the need of guidance, and how strongly they feel about seeking guidance as a part of their professional upgrading.

**Significance of study:** It is a well-known saying- the teacher teaches John Latin. The teacher knows Latin, the teacher knows John. The teacher ought to possess a multitude of competencies in order to deal with Johns in everyday situations emerging in the schools. The teacher must know himself first- his weaknesses, strengths, threats etc. before dealing with the Johns. Therefore for handling Johns and themselves, besides holding a teacher trainer's degree to license them to teach at schools, they must be armed with other highly essential skills that are not dealt with, nor inculcated through the B.ED. programs esp. in the two-year CBCS semester programs. Teaching competence is incomplete without Guidance & Counselling skills. Unless the school teacher is trained and knowledgeable in these areas, he would not succeed to handle the students.

**Review of related literature:** John Sedofia, Stephen and Eric, performed a study on the 'Guidance needs of teacher trainees in selected colleges of education in the Volta region Ghana', used a 27 item questionnaire on 401 second year teacher trainees using focused group and semi structure interviews. It was recommended that college counsellors to undertake regular needs assessments of trainees and design guidance programs based on such needs (<https://www.eajournals.org/journals/british-journal-of-education-bje/vol-6-issue-7-july-2018/guidance-needs-of-teacher-trainees-in-selected-colleges-of-education-in-the-volta-region-ghana/>). There were 6 allied research found, but only the most relevant is being cited here.

**Research Design:** This is qualitative research, a cohort study (as participants are drawn from a group of individuals with similar characteristics) attempting to summarize, categorize and interpret the data to propose solutions.

## THE OBJECTIVE OF RESEARCH:

**Objective 1:** to find out the differences in the guidance requirements of the schoolteachers having minimum five years of teaching experience and undergoing Teacher Training for the academic year 2021-22 at the Government College of Education, Mumbai.

## HYPOTHESIS:

Following null hypotheses were formulated towards this objective.

H01: Being functioning schoolteachers, the respondents do not feel the need for seeking guidance in any area.

H02: there is no significant difference in the needs for guidance felt by the school teachers.

## Population and sample:

This being a descriptive/ survey type of investigation, out of a total of 377 BMC schools, a total of 39 BMC schools (district of Mumbai, offering either primary or both primary and secondary school education), whose teachers presented themselves to undertake teacher training at Government College of Education, Mumbai, where the investigator was working, were selected using convenience sampling. These 39 schools also had teachers who had done their B.ED. and hence they were not included in the study. Further stratified sampling within the sample chosen was done, to create gender strata among the teachers of these schools. There were a total of 17 females and 22 males in the group.

## MATERIALS AND METHOD:

### Tool:

A standardized inventory comprising of 65 items, each based on a certain area for guidance was employed. All the 65 statements were positive and affirmative only asking the respondent to choose any one option from the given five. The responses for each option were counted and so were the responses for the two genders-males and females for all the 65 items.

### Statistical treatment:

The raw data obtained was then analyzed using- means, standard deviation, t-test, & p-value to find out the significance of the differences and test the hypotheses.

### Tool administration:

The teachers were oriented about the purpose of the research and explained the whole inventory in face-to face mode during one of the classroom sessions and then administered the tool through a google form (<https://docs.google.com/forms/d/1DUjZCubN0MREf1PyybQbV22qIeZZmVcV4LsDyJolDoc/edit#responses>) to accelerate the analysis of responses and were explained the manner of attempting the inventory, were assured about the confidentiality of data.

## DATA OBTAINED AND DATA ANALYSIS:

Table 1: Raw Data of responses obtained

	No of responses by males	No of responses by Females	Total no of responses
Highly true	383	159	542
Mostly true	220	146	366
Quite true	320	309	629
Least true	296	53	359
Not true	180	180	360

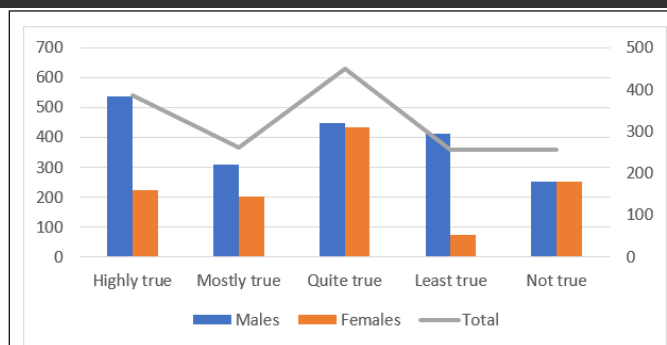


Fig. 1: Graphical representation of Raw data

Table 2: Statistical treatment of data

Gender	N	Avg.	Std Devn.	Df	Means M-F	@ 95% Confidence Level This Difference	T Test Value	Std Error Of Diff	2 Tailed P Value	Intr. Of Diff.
1. For choosing HIGHLY true for all questions by both males and females										
M	17	6.01	2.31	37	3.27	Fm. 2.00 to 4.53	5.24	0.62	<0.0001	Extremely Significant
F	22	2.74	1.26							
2. For choosing LEAST true for all questions by both males and females										
M	17	4.74	2.54	37	3.738	Fm 1.69 to 5.78	3.70	1.01	=.0007	Extremely Significant
F	22	1.13	3.43							
3. For choosing MOSTLY true for all questions by both males & females										
M	17	3.59	1.78	37	1.138	Fm. -0.00 to 2.2	2.02	0.56	Equals =0.050	Not Quite Significant
F	22	2.54	1.68							
4. For choosing NOT true for all questions by both males & females										
M	17	2.98	1.99	37	-0.08	Fm -1.33 to 1.17	0.12	0.61	Equals 0.89	Not Significant
F	22	3.06	1.81							
5. For choosing QUITE true for all questions by both males and females										
M	17	5.10	1.73	37	0.017	From -0.85 to 1.19	0.33	0.50	Equals 0.73	Not Quite Significant
F	22	5.015	1.34							

## RESULTS AND DISCUSSION:

From the data given above one sees that all the 65 questions were answered, yielding the results above. All the 65 statements were positive affirmative statements seeking the need of guidance. The respondents chose their ideas from amongst five options about the need of guidance in 65 various areas.

**Objective 1:** to find out the differences in the guidance requirements of the schoolteachers having minimum five years of teaching experience and undergoing Teacher Training.

HO1: Being functioning schoolteachers, the respondents do not feel the need for seeking guidance in any area.

HO2: there is no significant difference in the needs for guidance felt by the school teachers.

## Observations:

- It is observed that all the 39 adult schoolteachers, differ statistically significantly genderwise when choosing the extreme viz. Highly true [where highly true indicates a most urgent and critical need of seeking guidance in all the areas] Even the raw scores display this attribute.
- Same applies in the choice of the option Least true. where Least true indicates the lowest need for seeking guidance need in all the areas given, as all the 39 adult schoolteachers differ statistically significantly genderwise, means they do not have a middle ground on their views. Even the raw scores display this attribute
- It is also observed that all the 39 adult teachers do feel a serious need of seek-

ing guidance in the areas suggested when choosing Mostly true and Quite true as it may be seen that that do not differ statistically significantly w.r.t. gender.

- The sample also seems to have a common sense of not feeling the need of seeking guidance when they chose the option-Not true for questions; here again it may be seen that that do not differ significantly gender-wise.
- Maximum number of raw responses have been given to the option-Quite true

Since none of the respondents chose – not true- option alone goes to say that they are in need of guidance. Also there are seen significant differences in the guidance needs of the school teachers not only wrt different areas but also with respect to gender, therefore both the hypotheses stand rejected, and objective One is achieved.

## CONCLUSIONS:

This was a survey attempting to identify the level of awareness of need of guidance amongst the untrained schoolteachers of BMC schools in Mumbai undergoing B..ED. at the college where researcher works. The schoolteachers participating in this survey have very clearly demonstrated that they are aware of the need to take training in guidance although they may not have been aware of the various areas of guidance and the details of it.

- The YCMOU Distance learning (2021-22) first year batch of 39 School teachers possessing a minimum of 5 years of teaching experience do need guidance in many areas.

2. The respondents do differ in their needs of seeking guidance in various 65 areas.
3. All the 17 female teachers differ significantly in their needs of seeking guidance in all the 65 areas.
4. All the 22 male teachers differ in their needs of seeking guidance in the 65 guidance areas but they do feel the need of guidance.
5. All the 39 schoolteachers do feel only a moderate need of seeking guidance in the areas listed by virtue of their teaching experience

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